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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2012-2013**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: How The World Works-Discipline specific Subject - Maths** | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
|  |  | | Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:** Estimates, compares and measures length (short, long). | | | | | | **Skills:** | | | | | |
| **Materials:** Different objects to measure length and non-standard units of measurement: clips, markers, crayons, pencils, rubbers, etc. | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
|  | | | | | |  | | | **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 10 Oct. 29-Nov. 2** | | | | **Time: 45 min.** | |  | | |  | |  |
| **Description** | | | | | | | | | | | |
| **Opening:** Teacher will place two sets of objects on 2 different tables. Teacher will also place objects used as non-standard units of measurement between the tables. | | | | | | | | | | | |
| **Main Activity:** The teacher will ask the children how the objects on the tables can be measured and take notes on what the children say. Then, will ask them if they could use the objects between the tables to measure. What can we use?, Why is it important to measure objects?. They will explore and the teacher writes about it. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** Motivate the children telling them that they’re going to inquire about how to estimate, compare and measure the length of objects. Records children’s ideas on a paper, besides the anecdotal record. | | | | | | | | | | | |